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What Local Leaders Do: Kansas

A Study of the Activities of 171 Local Extension Leaders in Four Counties

M. C. Wilson and C. R. Jaccard

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WHAT LOCAL LEADERS DO: KANSAS

A Study of the Activities of 171 Local Extension Leaders in Four Counties

M. C. Wilson[1] and C. R. Jaccard[2]

As officially defined, a project leader or local leader is a person selected because of his or her special interest and fitness, who functions as a leader in advancing some phase of the local program of extension work. Extension workers in all sections of the country are quite generally making use of the voluntary services of these public-spirited men and women who are interested in assisting with extension activities.

The number of local leaders in the entire United States assisting with all phases of extension work has increased during the five-year period, 1924 to 1928, from 183,000 to 238,000, according to the reports of extension workers. During this same period the number of local leaders in Kansas has increased from 3,538 to 5,778. Although the use of local leaders is quite generally reported by extension workers and previous studies[3] have thrown some light on the assistance rendered by local leaders, there is as yet little information available regarding the extension activities carried on by project or local leaders.

The study of local leadership in four Kansas counties reported in this circular was undertaken for the purpose of analyzing as completely as possible the types of activities engaged in by local leaders and the effort expended on each.

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3. Baker, H. J., and Wilson, M. C. Local Leadership and the Effectiveness of Extension Work in Reaching Rural People. New Jersey Extension Bulletin 50.
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LEADERSHIP QUESTIONNAIRE

Agric._____
H.D.A._____
4-H Club_____

County_____
Date_____
Name_____ Address_____ Community_____
Leader what project_____ Years leader this project_____
Total years leader of any project__How selected: At community meeting__By committee__
By agent____Volunteered____Consulted before selection____Reasons of accepting responsibility as leader_____
Occupation_____Owner____Tenant____Education: Common___H.S.___College____
How have extension workers assisted you to function as leader during the past year?

Activity	C.E.A.	Spec'l	Rank	Activity	C.E.A.	Spec'l	Rank
Training school				Personal visits			
Literature				Other			
Circular letters							
Personal letters							

What additional help is desired from extension agents on leadership problems_____

One-day or two-day leader training school preferred_____
How have you been recompensed for leadership services_____

Why did you discontinue as leader_____
Number of practices in this project you have adopted due to extension_____
Number of other farms or homes influenced to make changes in practices as result of your activities as leader of this project_____Number of practices changed_____

Extension Service of the Kansas State College and of the United States Department of Agriculture cooperating.
4812 (4-13-29)

Fig. 1a.--Obverse side of questionnaire card used in collecting data

Activities entered into as Leader during 1928 and Amount of Time Consumed by Each

Activity	Number	Days
Assist in outlining program and projects		
Attend leader training schools		
Prepare subject matter		
Conduct result demonstrations		
Secure cooperators		
Arrange for meetings		
Advertise meetings		
Present subject matter thru: Method demonstrations		
General talks at meetings		
Farm and home visits		
Other personal contacts		
Assist with tours and trips		
Attend other meetings		
Visit 4-H club members		
Get and make reports		
Assist with achievement days		
Assist with exhibits		
Secure members for farm bureau		
Secure members for 4-H club		
Select and train judging and demonstration teams		
Select 4-H club winners		
Solicit awards		
Direct recreational activities of 4-H clubs		

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Fig. 1b.--Reverse side of questionnaire card used for collecting data.

SCOPE OF STUDY

Detailed reports on their activities were obtained by the personal-interview method from the 1928 local leaders of boys' and girls' 4-H clubs, home demonstration and agricultural extension work in Allen, Bourbon, Douglas, and Leavenworth Counties, Kansas. For the most part, information was obtained from those who had assisted with definite subject-matter projects. However, there were a few cases where general or organization leaders were also interviewed.

The data were collected during the latter part of April, 1929. In some cases the 1928 project work had but recently been completed. In other cases a few months had elapsed since the completion of the year's work. In all cases effort was made to include all of the activities engaged in by the leaders during a 12 month period.

GENERAL INFORMATION REGARDING LEADERS INTERVIEWED

Records were obtained from 171 local leaders, of whom 36 were leaders of agricultural projects, 72 leaders of home-economics projects, and 63 leaders of boys' and girls' clubs. (Table 1.) Each leader had been assisting with the present project for about two years and with other extension projects about two-thirds of a year more. Leaders of agricultural projects had served longest, and home-economics leaders next.

Table 1. - General information regarding leaders interviewed

Item	Agriculture	Home economics	Club	Total
Number interviewed	36	72	63	171
Years leader present project (average)	2.75	1.89	1.67	1.99
Years leader any project (average)	3.17	2.74	2.14	2.61
Per cent selected:				
At community meeting	19.4	79.2	49.2	55.6
By committee	--	15.3	28.6	17.0
By extension agent	52.8	1.4	7.9	14.6
Volunteered	27.8	4.2	14.3	12.9
Per cent consulted before selection	36.1	48.6	44.4	44.4
Occupation of leaders (per cent):				
Farmers	91.7	--	34.9	32.2
Farm women	--	91.7	50.8	57.3
Village women	--	6.9	1.6	3.5
Other	8.3	1.4	12.7	7.0
Land tenure (per cent):				
Owners	83.3	75.0	60.3	71.3
Tenants	11.1	25.0	20.6	20.5
Educational training (per cent):				
Common school	44.5	27.8	31.8	32.7
High school	36.1	45.8	46.0	43.9
College	19.4	26.4	22.2	23.4

Considerable variation exists in the methods of selecting local leaders. Of the agricultural leaders more than one-half were appointed by the extension agent. More than one-fourth of them volunteered, while the rest were elected at community meetings. Four out of five of the home-economics leaders were elected at local meetings, and one out of six was selected by a committee of local people. Of the leaders of 4-H clubs, approximately one-half were elected at community meetings and one-fourth were selected by committees. A considerable portion of the club leaders also volunteered their services. Nearly one-half of the leaders were consulted prior to their selection to see if they would serve.

The agricultural leaders were naturally predominantly farmers, although occasionally a local elevator manager, druggist, lumber dealer, or banker had been selected. More than four out of five of the agricultural leaders were owners. As in the case of the agricultural leaders, the great majority of leaders of home-economics projects lived on farms. Village homes also furnished a number of home-economics leaders. Of the local leaders of club work about one-half were farm women, one-third farmers, and one-eighth from some other walk in life, many being school-teachers.

Measuring educational training in terms of formal schooling received, about one-third of the leaders had never gone beyond the 8th grade. Two out of five had received some high-school training, and nearly one out of every four had had some college training. The amount of educational training received was highest for the leaders of home-economics projects and lowest for the leaders of agricultural projects.

REASONS FOR BECOMING LEADER AND HOW RECOMPENSED

An attempt was made to learn why local leaders were willing to assume leadership responsibilities and in what ways they thought they had been recompensed for the time and effort expended. There is naturally a very close relationship between the answers to these two questions. Interest in promoting the work was mentioned by nearly one-half of the agricultural leaders as an explanation of their willingness to accept leadership responsibilities, with 11 per cent each mentioning personal gain, interest in community, or to help others. (Table 2.) Personal benefits or gain growing out of leadership work was reported as a factor in inducing them to take on leadership responsibilities by 37 per cent of the home-economics leaders. The same proportion mentioned interest in helping others, while 25 per cent gave "to promote the work" as their reason for serving as leader. With the leaders of 4-H clubs, "interest in boys and girls," "to help others," and "to promote the work" were the principal reasons assigned.

In more than 9 cases out of 10, leaders of all three lines of work reported that they had been recompensed for the time and effort required to carry on their leadership duties. (Table 3.) The ways in which the leaders felt they had been repaid for their leadership service are interesting to study. Personal gain was reported by 55 per cent of the agricultural leaders, 78 per cent of the home-economics leaders, and 60 per cent of the club leaders. Satisfaction of helping others was reported by 36 per cent of the agricultural leaders, 46 per cent of the home-economics leaders, and 58 per cent of the club leaders. It will be noted that a considerable number in each group mentioned both personal gain and the helping of others as ways in which their leadership activities had been repaid. The fact that such a high proportion of the leaders believe that leadership services gives them additional information on their own farm and home problems and prestige in their community offers a good explanation of the large amount of time leaders frequently devote to leadership work.

Table 2. - Reasons for becoming leaders

Reason	Per cent of leaders reporting			
	Agriculture	Home economics	Club	Total
To promote the work	47.2	25.0	25.4	29.8
Interest in community	11.1	6.9	1.6	5.8
Personal benefits	11.1	13.9	9.5	11.7
Personal benefits and to help others	2.8	23.6	7.9	13.4
To help others	11.1	13.9	17.5	14.6
Interest in boys and girls	--	--	19.0	7.0
No one else available	--	6.9	4.7	4.7
Elected	2.8	1.4	3.2	2.3
Other	5.6	5.6	3.2	4.7

Table 3. - How leaders were recompensed

Recompensed by:	Per cent of leaders reporting			
	Agri-culture	Home economics	Club	Total
Personal gain	44.4	48.6	33.3	42.1
Satisfaction of helping others	25.0	16.7	28.6	22.8
Personal gain and helping others	11.1	29.2	27.0	24.6
Miscellaneous	5.6	1.4	--	1.8

ASSISTANCE RECEIVED AND ADDITIONAL HELP DESIRED

Practically 100 per cent of the leaders interviewed reported that they had received assistance from the extension service in meeting their leadership problems.

Personal visits from the extension workers was the form of assistance reported most frequently by agricultural leaders, 94.4 per cent, while training schools were reported least frequently by 69.4 per cent of the leaders. (Table 4.) In the case of the leaders of home-economics projects, training schools and literature were reported by nearly every leader while personal visits were at the bottom of the list, being reported by 54 per cent of the leaders. Club leaders reported literature and circular letters as the most common form of assistance, with training schools and personal letters last.

Table 4. - Leadership help received from the extension service

Nature of assistance	Per cent of leaders reporting			
	Agriculture	Home economics	Club	Total
Training school	69.4	98.6	77.8	84.8
Literature	86.1	97.2	98.4	95.3
Circular letter	86.1	79.2	95.2	86.6
Personal letter	75.0	62.5	76.2	70.2
Personal visit	94.4	54.2	84.1	72.7
Other	8.3	21.1	11.1	14.6

In the minds of both home-economics and club leaders the leader-training meeting was the outstandingly important source of leadership assistance. (Table 5 In the case of agricultural leaders, however, personal visits were placed slightly ahead of the training schools.

Table 5. - Leadership assistance rated by local leaders

Nature of assistance	Per cent of leaders placing first			
	Agriculture	Home economics	Club	Total
Training school	36.1	90.3	52.4	64.9
Personal visit	44.4	1.4	27.0	20.0
Literature	5.5	4.2	15.9	8.7

Nearly two-thirds of the leaders interviewed desired additional help with leadership problems, (Table 6) the percentage asking for further assistance being highest in the case of the club leaders, 79 per cent. Personal assistance from agents and specialists was particularly desired by club leaders. Help with subject matter as well as personal assistance was desired by the home-economics leaders. More training meetings were considered the most important need by the agricultural leaders with personal assistance a close second.

Table 6. - Additional help desired by local leaders

Nature of assistance	Per cent of leaders requesting			
	Agriculture	Home Econ.	Club	Total
Wanting assistance	58.3	55.6	79.4	64.9
Personal assistance from extension workers.....	13.9	18.1	34.9	23.4
Help with subject matter.....	11.1	22.2	6.4	14.0
More training meetings.....	16.7	6.9	6.4	8.8
Club agent for county	--	--	22.2	8.2

ACTIVITIES CARRIED ON BY LEADERS

The activities carried on by the local leaders of the various extension projects make a long list. Not all leaders of the same general group carry on the same activity, and there is of course wide variation between the groups. In Table 7 the percentages of leaders reporting the various activities are given separately for agricultural, home-economics, and club leaders.

The activities entered into by the largest percentage of agricultural leaders are attending leader-training schools, conducting result demonstrations, presenting subject-matter information to others, assisting with tours and trips, and soliciting new members for the farm bureau. The presenting of subject matter to others is most commonly done by means of personal visits.

In the home-economics leader group, the activities reported by the highest percentage of leaders include attending leader-training meetings, the preparation and presentation of subject matter, getting and making reports, arranging for meetings, assisting with achievement days and exhibits. Forty per cent of the home-economics leaders obtain members for the farm bureau. Subject matter is presented to others largely through method demonstrations and general meetings.

The activities of club leaders are somewhat broader in scope and more uniform than those of the agricultural and home-economics leaders. The activities entered into by a high percentage of club leaders include assistance in outlining program and projects, attending leader-training schools, arranging for meetings, preparing subject matter, presenting subject matter largely through

method demonstration and general meetings, assisting with achievement days, tours and trips, and exhibits, visiting club members, making reports, obtaining club members, selecting and training judging and demonstration teams, and directing recreational activities at club meetings.

Table 7. - Percentage of leaders engaging in various activities.

Activity	Per cent of leaders reporting			
	Agriculture	Home economics	Club	Total
Assist in outlining programs and projects	30.6	33.3	76.2	48.5
Attend leader-training schools	69.4	98.6	77.8	84.8
Prepare subject matter	16.7	86.1	54.0	59.7
Present subject matter	69.4	95.8	87.3	87.1
Thru method demonstrations	27.8	87.5	74.6	70.2
Thru general talks at meetings	25.0	66.7	69.8	59.1
Thru farm and home visits	44.4	31.9	33.3	35.1
Thru other personal contacts	27.8	38.9	27.0	32.2
Conduct result demonstrations	66.7	9.7	20.6	25.7
Obtain cooperators	33.3	25.0	14.3	22.8
Arrange for meetings	33.3	58.3	71.4	57.9
Advertise meetings	30.6	31.9	39.7	34.5
Assist with tours and trips	58.3	18.1	55.5	40.4
Assist with achievement days	19.4	51.4	73.0	52.6
Assist with exhibits	30.6	47.2	79.4	55.6
Attend other meetings	30.6	30.6	50.8	38.0
Visit 4-H club members	13.9	2.8	71.4	30.4
Get and make reports	22.2	72.2	55.6	55.6
Obtain members for farm bureau	52.8	40.3	28.6	39.8
Obtain members for 4-H club	2.8	4.2	50.8	21.1
Select and train judging and demonstration teams	8.3	4.2	52.4	22.9
Select 4-H club winners	2.8	1.4	20.6	8.8
Solicit awards	8.3		9.5	5.3
Direct recreational activities of 4-H clubs	2.8	4.2	66.7	26.9
Miscellaneous	11.1	4.2	6.3	6.4

TIME DEVOTED TO ACTIVITIES BY LOCAL LEADERS

Leaders of agricultural projects, on the average, devote nearly 11 days per year to leadership activities, home-economics leaders 20 days, and club leaders 22 days. (Table 8.) As part of the activities conducted by leaders occur in the evening, not all of this time is taken from the productive activities of the farm or farm-home.

The conducting of result demonstrations required more time of the agricultural leaders than any other single activity. Attending leader-training meetings and the presenting of subject matter to others also required more than one day each. Other activities carried on by agricultural leaders and requiring nearly a day each were assisting with auto tours, soliciting farm-bureau members, and attending other meetings than leader-training schools and those meetings at which the leader presented subject matter.

Table 8. - Time required by leadership activities

Activity	Days per leader per year			
	Agriculture leaders	Home-economics leaders	Club leaders	Total leaders
Assist in outlining program and projects	.5	.6	1.4	.9
Attend leader-training schools	1.1	4.8	2.6	3.2
Prepare subject matter	.3	1.9	1.1	1.3
Present subject matter	1.9	6.1	3.6	4.3
Thru method demonstrations	.3	3.3	1.8	2.1
Thru general talks at meetings	.3	1.1	.8	.8
Thru farm and home visits	.8	1.0	.8	.9
Thru other personal contacts	.5	.7	.3	.5
Conduct result demonstrations	2.0	.2	.4	.7
Obtain cooperators	.5	.4	.1	.3
Arrange for meetings	.3	1.3	1.0	1.0
Advertise meetings	.2	.4	.4	.4
Assist with tours and trips	1.0	.3	1.1	.7
Assist with achievement days	.3	.9	.9	.8
Assist with exhibits	.4	.7	2.0	1.1
Attend other meetings	.9	1.1	1.5	1.2
Visit 4-H club members	.1	.0	1.9	.7
Get and make reports	.1	1.1	.5	.7
Obtain members for farm bureau	.9	.4	.6	.6
Obtain members for 4-H club	.0	.1	.6	.2
Select and train judging and demonstration teams	.0	.1	1.0	.4
Select 4-H club winners	.0	.0	.1	.0
Solicit awards	.1		.1	.1
Direct recreational activities of 4-H clubs	.0	.0	.9	.3
Other	.2	.1	.3	.2
Total	10.8	20.5	22.2	19.1

Nearly thirteen days were devoted by the home-economics leaders to attending leader-training meetings, preparing subject matter, and presenting it to others. The repeating of method demonstrations required 3.3 days on the average. Other activities consuming more than a day each of leader's time were arranging for meetings, attending other meetings than leader training, and those at which the leaders presented subject matter, and the getting and making of reports.

The presenting of subject-matter information to club members required 3.6 days of club leader's time. Training schools and assisting with exhibits took two days or more each. Other leaderhhip activities consuming a day or more of time each were outlining programs, preparing subject matter, arranging for meetings, visiting club members to maintain interest, assisting with tours and trips, selecting and training judging and demonstration teams, and attending other than routine club meetings and training schools.

Where local leaders are devoting from 11 to 22 days per year to leadership work, it is important that extension workers carefully consider which of the activities engaged in by leaders are really essential, which can be handled more satisfactorily by the paid extension force, and which might be dispensed with in case leaders are not willing to continue to devote so much time to leadership activities.

RESULTS OF LEADERSHIP

The use of local leaders by extension workers is primarily for the purpose of multiplying extension effort. The proper use of local leaders should therefore enable the extension worker to reach effectively more people during a given length of time. In addition to influencing more people to accept extension information, the use of local leaders insures greater participation in extension activities on the part of the people to be served. The plan should therefore stimulate greater interest in extension work and result in a more favorable attitude. Successful accomplishment should also give leaders confidence in undertaking other community problems.

As one measure of the accomplishment of local leaders, information was obtained regarding the number of persons influenced by the leader to change practices. Nearly all of the local leaders set a good example for their neighbors by following many of the practices recommended in the subject-matter field they were sponsoring. (Table 9.) More than 80 per cent of the leaders in each of the three groups reported that information had been effectively passed on to others, the highest percentage being 92 for the home-economics group and the lowest 81 for the club group.

Table 9. - People influenced and practices changed per leader

Item	Agriculture	Home economics	Club	Total
Per cent of leaders adopting practices in project being led.....	88.9	93.0	79.4	87.1
Practices adopted per leader.....	3.8	4.5	4.7	4.4
Per cent of leaders passing on information to others.....	86.1	91.7	80.9	86.6
Other farms or homes influenced to change practices, per leader.....	9.3	15.8	8.4	11.7
Practices changed per leader on these farms or in these homes.....	21.9	40.7	20.0	29.1

The home-economics leaders also influenced more people to change more practices on the average than either of the two other groups. The home-economics leaders reported having influenced an average of nearly 16 other persons to chang practices as compared to 9 for the agricultural-leader group and 8 for the club-leader group. The club leaders reported an average of 20 instances of changed

practices due to leaders' efforts, as compared to 22 for the agricultural-leader group and 41 for the home-economics leader group.

In this connection it is interesting to compare the extent to which information is passed on by local leaders in Kansas with similar data from three other areas. (Table 10.) Practically the same percentage of leaders in each of the four areas passed on information to others, the highest being 87 per cent in the New Jersey area and the lowest 84 per cent in the Nebraska area. There is also great uniformity in the number of farms or homes influenced to adopt better practices, the range of variation being from 11.7 in Kansas and South Dakota to 13 in New Jersey. The numbers of changes in practices per leader in the various areas offers a less satisfactory basis of comparison because of the different projects involved and the different units into which the subject matter was divided for the passing on by leaders in the four areas. Apparently about 86 per cent of all local leaders may be counted upon to pass on information to others. A leader will influence an average of 12 persons to change several practices.

Table 10. - Extent to which local leaders pass on information to others. (Four States)

Item	Kansas	Nebraska	New Jersey	South Dakota
Leaders interviewed.....	171	155	247	169
Per cent passing on information.....	86.6	83.9	87.4	87.0
Farms or homes influenced to change practices per leader (all leaders)...	11.7	12.8	13.0	11.7
Practices changed per leader due to leader activities (all leaders).....	29.1	42.8	18.3	18.6

FACTORS INFLUENCING THE EFFECTIVENESS OF LOCAL LEADERS

Not all leaders function with equal efficiency. A study of these variations and their probable causes may therefore yield information of value to extension workers in the future selection and training of local leaders.

Owners vs Tenants. Dividing the local leaders into two groups depending upon whether they owned the farms they operated or the homes they live in, or whether they were tenants, indicates that condition of tenure is apparently not an important factor in selecting local leaders. (Table 11.) The leaders who were owners influenced slightly more other people to adopt practices than did the leaders who were tenants. In the case of practices changed per leader there was a slight advantage on the side of the side of the tenant group.

Table 11. - Land occupancy of leaders in relation to farms or homes influenced to change practices

Condition of land occupancy	Number	Years leader of project	Farms or homes influenced per leader	Practices changed per leader
Owners.....	122	2.15	11.92	28.54
Tenants.....	35	1.51	11.11	33.03

Educational training. That the educational background of the leader influences the extent to which the local leaders pass on information to others, is apparent from Table 12. Local leaders with eighth grade education or less influenced 10 other persons to change practices on the average as compared to 13 per leader influenced by those leaders with some high-school education. In the case of those leaders with some college training the number of other persons influenced was slightly less than for the leaders with only highschool training. Educational training apparently is a less important factor in selecting local leaders in Kansas than in those areas where studies have been made previously. Other qualifications besides educational training are important considerations in the selection of local leaders.

Table 12. - Relation of influence of educational training of leaders to numbers of farms or home influenced

Educational training	Number of leaders	Years leader of project	Farms or homes influenced per leader	Practices changed per leader
Common school.....	56	1.95	10.05	26.86
High school.....	75	1.79	13.09	29.96
College	40	2.43	11.38	30.75

Method of selection. The common practice in the counties included in the study is for the local people to elect the project leaders at a community meeting In some cases, however, leaders are chosen by a committee, are selected by the agent, or volunteer their services. The plan of electing leaders would seem to b

the most efficient as the elected leaders influenced more persons to adopt practices than the leaders selected in any other way. (Table 13) It is possible that when elected by their neighbors the leaders may feel a keener responsibility for the execution of the task than would otherwise be true. Perhaps local people will make greater use of the information supplied by local leaders when the leaders are of their own selection. The leaders who volunteered their services were the least effective in passing on information. Frequently the person who is most willing to accept the responsibility may not possess other necessary qualifications for the job.

Table 13. - Relation of method of selecting leaders to farms or homes influenced.

Method of selection	Number of leaders	Years leader of project	Farms or homes influenced per leader	Practices changed per leader
Community meeting	95	1.92	13.64	35.76
Committee	29	1.90	11.72	26.21
Extension agent	25	2.52	7.88	16.12
Volunteered	22	1.82	7.59	19.14

Years leader of project. As might be expected, the leaders who have serve as leader of the project for three or more years influenced more people to make changes than was true of those who have led the project a shorter length of time. (Table 14.) Were the comparison to be based on the number of persons influenced per year of leadership the advantage would be with those leaders who have served but one year. Possibly the use of new leaders starts new circles of influence, whereas the older leaders continue to work with about the same friends or acquain ances.

Table 14. - Years leader of project in relation to farms or homes influenced to change practices

Number of years	Number of leaders	Average Number of years leader of present project	Average Number of years leader of any project	Farms and homes influenced per leader	Practices changed per leader
One.....	85	1.00	1.86	9.88	21.73
Two	47	2.00	2.36	10.81	27.94
Three or more ...	39	4.13	4.54	16.72	46.69

Training meetings attended. One hundred forty-five of the 171 leaders interviewed had attended leader-training meetings, whereas the remaining 26 had not. The number of other persons influenced to change practices was 40 per cent greater when the leaders had attended training schools. (Table 15.) On the basis of number of practices changed per leader the difference is even greater. Where leaders had been to training meetings 32 practices were changed per leader as compared to 14 practices for the leaders who did not attend training meetings. It is important to meet with leaders in groups to acquaint them with the tasks they have been selected to help carry out.

Table 15. - Attendance of leaders at training meetings as related to farms or homes influenced

Item	Number of leaders	Years Leader of project	Farms or homes influenced per leader	Practices changed per leader
Training meetings attended....	145	1.96	12.23	31.86
Not attended.....	26	2.12	8.73	13.92

Occupation of leaders. The farmer leaders averaged to influence eight other persons as compared to 14 for the farm women leaders, 18 for the village women leaders and 12 for the leaders having other occupations. (Table 16.) There may be a question, however, whether the smaller number of persons reached by the farmer leaders is not largely due to the fact that a smaller percentage of leaders of agricultural projects have had the advantage of training meetings since less emphasis have been placed upon them in agricultural extension. The village women have greater opportunity to pass on information to others than do the farm women.

Table 16. - Occupation of leaders as related to farms or homes influenced

Occupation	Number of leaders	Years leader of project	Farms or homes influenced per leader	Practices changed per leader
Farmer.....	55	2.33	7.73	19.71
Farm woman.....	98	1.85	13.51	33.34
Village woman.....	6	1.17	17.83	58.33
Other.....	12	2.00	12.00	23.33

Time devoted to activities. The average local leader interviewed devoted 19 days to leadership activities during 1928. The agricultural leaders spent the least time and club leaders the most time. There was also wide variation within each of these three groups. In Table 17 the leaders have all been grouped according to the number of days devoted to leadership work. As would naturally be expected the number of other persons influenced to change practices bears a direct relationship to the amount of time devoted to leadership activitie. The increased number of people reached, however, does not seem to be in proportion to the increased time spent. This point is clearly brought out in Table 18 where the number of persons influenced per day of time spent is shown for the various groups. After the 15-day point has been passed there is a decided falling off in the returns per day of leader's time. The number of persons influenced per day of local leader's time is three times as great for the first 15 days as it is for the days above this amount. The spread of extension information through local leaders would seem to be less a question of the time local leaders can devote to the work, and more a question of the size of the normal acquaintance or circle of friends of the average leaders. This doubtless helps to explai the great uniformity in the number of other persons influenced per leader in all of those areas where leadership studies have been made to date. (Table 10.) More will apparently be accomplished through leadership effort by increasing the number of leaders than by increasing the amount of ~~time~~ Per/ leaders spent on leadership activities.

Table 17. - Time spent on leadership effort as related to number of farms and homes influenced

Days devoted	Number of leaders	Days devoted to work per year per leader	Farms or homes influenced per leader	Practices changed per leader
0 to 5 days	19	3.2	4.3	8.5
Over 5 - 10 days	39	7.4	8.7	16.0
Over 10 - 15 days	22	12.2	11.1	28.7
Over 15 - 20 days	21	16.7	7.8	22.5
Over 20 - 25 days	27	22.2	12.9	34.5
Over 25 - 30 days	17	27.9	14.1	37.9
Over 30 days	26	46.3	22.4	58.3

Table 18. - Amount of time devoted to leadership activities as affecting the number of farms or homes influenced per day of leader's time.

Days devoted to work per year per leader	Farms or homes influenced per leader (two-year period)	Farms or homes influenced per day of leader's time
3.2	4.3	.67
7.4	8.7	.58
12.2	11.1	.45
16.7	7.8	.23
22.2	12.9	.29
27.9	14.1	.26
46.3	22.4	.24

Time spent on subject-matter teaching activities. In the preceding discussion the leaders have been grouped according to the amount of time devoted to all leadership activities. Since not all the activities engaged in are directly concerned with the passing on of subject-matter information to others, it is of interest to group the leaders according to the amount of time devoted to subject-matter teaching activities. In Table 19 the leaders have been grouped according to the amount of time spent on leader-training meetings, conducting result demonstrations, preparing subject matter, and presenting subject-matter information to others through method demonstrations, talks at general meetings, farm and home visits, and in other personal ways.

Table 19. - Time spent on subject-matter activities as related to farms or homes influenced.

Days spent on subject-matter teaching activities per year	Number of leaders in group	Days per leader on subject-matter activities	Percentage of total time devoted to subject-matter activities	Farms or homes influenced per leader	Practices changed per leader
Under 5 days...	63	2.5	26.4	6.9	14.8
5 - 12 days...	52	7.4	44.7	10.6	23.5
12 days and over	56	19.1	60.1	18.1	50.5

In the first group the leaders spent an average of 2.5 days on subject-matter teaching activities which represented but 26.4 per cent of the total time devoted to leadership work. The leaders in this group influenced an average of 6.9 farms or homes to adopt 14.8 practices.

The average of 7.4 days devoted to subject-matter teaching activities by the leaders in the second group equaled 44.7 per cent of the time spent on all leadership activities. These leaders reached 10.6 farms or homes and influenced the adoption of 23.5 practices.

The 19.1 days occupied by subject-matter teaching activities engaged in by the leaders in the third group represented 60 per cent of the time spent on leadership activities and resulted in leaders on the average influencing 18.1 farms or homes to accept 50.5 better practices.

Not only is there a close relationship between the amount of time devoted to activities directly related to passing on subject-matter information and the number of persons influenced, but the proportion of time devoted to the other leadership activities decreases rapidly with increased time spent on subject-matter teaching activities.

Additional studies will need to be made to determine more definitely which of the activities engaged in by local extension leaders are more essential than others. Possibly certain of the activities carried on by local leaders could be handled as well or better by the paid extension workers. Possibly the activities other than those connected with subject-matter teaching may result in accomplishment fully as important as the influencing of farmers and farm women to change to new or better practices. More information along this line should be obtained.

SUMMARY

The study involves the analysis of the leadership activities of 171 local extension leaders in four Kansas counties.

The leaders had handled their present project an average of two years. More than half were elected at community meetings. Thirty-two per cent were farmers and 57 per cent farm women.

Approximately one-fourth of theleaders had received some college training, two-fifths some high school, while the remainder had not attended school beyond the eighth grade.

Personal gain resulting from the closer contact with extension workers, and the satisfaction of helping others were the two principal ways the leaders were repaid for leadership activities.

The leader-training meeting was the outstanding preference of local leaders as the means through which they had obtained assistance with their leadership activities.

Additional assistance with leadership problems was desired by 65 per cent of the leaders interviewed. More personal interviews with extension agents and help with subject-matter were requested particularly.

The average leader devoted 19 days to leadership activities, 3.2 days being taken up with attendance at leader-training meetings, and 5.6 days with the preparation and presentation of subject matter, largely through method demonstrations and general meetings. Other work incident to meetings, achievement days, tours, and exhibits required 5.2 days of leaders' time.

The average local leader influenced 12 others to make use of extension information.

Educational background, occupation, method of selection, length of time served, and amount of time devoted to leadership activities all had some bearing upon the effectiveness of local leaders in influencing others to change practices.

A large number of leaders contributing a reasonable amount of time is apparently much more effective than a small number of leaders devoting a large amount of time to leadership activities.

For the first time detailed information has been obtained regarding the activities of local leaders. There is need for further study to determine which activities are most essential to successful leadership work, which, if any, might be dispensed with, and which might be better handled by the paid extension workers.